

EK PHNOM PROJECT

HALF-YEAR REPORT JAN-JUN 2018



The District Office of Education (DOE) is taking on more responsibility in the Maintenance Phase. They are actively involved in all of the programs SeeBeyondBorders is running in 2017-2018, and have successfully prepared workshops and other meetings. The DOE is vital to making significant and sustainable change in the quality of teaching in EK Phnom district.

The DOE and SeeBeyondBorders staff planned workshops together before they were implemented. Following this, the DOE scheduled and ran the workshops. The DOE also worked to motivate and encourage teachers to attend the workshops.

The workshops had a 98% attendance rate, and teachers learned new skills that could be implemented in their classes. Monthly mentor meetings and mentor visits to teachers went ahead successfully. Teachers and mentors showed significant improvement according to our skill scale.

We will continue to collaborate with SeeBeyondBorders programs and we are taking on more responsibility to run them ourselves from this point on.

- The District Office of Education

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EXECUTIVE SUMMARY

This six monthly report covers the period from 1st January 2018 to 30th June 2018 and details the successes and challenges of the six programs that run at schools in Ek Phnom District. Ek Phnom schools are now in the Maintenance Phase, wherein the schools and the District Office of Education (DOE) run these programs with less support from SeeBeyondBorders. Schools have successfully implemented SeeBeyondBorders activities, and are seeing positive results in the teacher and mentor skill evaluation (Graph 1, 2).

SeeBeyondBorders has incorporated 15 new schools from Ek Phnom into the Maintenance Phase. 80 teachers from these schools have received mathematics workshops, which were prepared and implemented successfully by the DOE. We also trained 32 mentors on how to observe the mentees, provide constructive feedback and ongoing support, to ensure that teachers continuously develop their skills.

To date we have implemented our Quality Teaching Program using the medium of mathematics. This year we introduced Khmer literacy, which meant we needed to develop new strategies in order to equip teachers with the skills they need. We ran an extremely successful pilot literacy program in one school, working closely with two teachers to build their capacity. The teachers were more confident in their teaching, and they were able to manage their students well. The students in our target school achieved significantly better results than that of the control schools we tested.



We have positive relationships and regular meetings with the DOE, and the Provincial of Education (POE), District Administration, and Councils. Our relationship with the DOE is particularly strong, and 27 school principals have committed to collaborate with SeeBeyondBorders in the Maintenance Phase.

JANUARY – JUNE HIGHLIGHTS

- We conducted two mentor refresher workshops for 33 mentors (20 women) from 15 new target schools in Ek Phnom. The workshops were facilitated by DOE staff members, the Ek Phnom Mentor Development Coordinator and the Education Program Manager. In the workshop, teachers learned about reviewing mentor roles and responsibilities, filling observation forms and providing constructive feedback to teachers. All of the participants rated the workshop at 4 or 5 out of 5.
- The school principals in Rohal Suonglech, Prek Luong, Sdey Kroum and Preknorin primary schools independently ran a meeting with the sport coaches. During the meeting, they discussed the successes and challenges of the sport lessons, and proposed improvements that could be made. According to survey results, students are enjoying playing and learning through sports. The senior coaches at Prek Luong, Sdeyler, Sdey Kroum and Rohal Suonglech schools also ran sport carnivals, having previously received training workshops from SeeBeyondBorders staff. We are confident that the school will be able to run the carnival in the future even without any support from SeeBeyondBorders.
- The Conditional Cash Payment (CCP) Program supported 20 students to attend school regularly. During this period, CCP students came to class regularly and received good test scores. Their average attendance was 96%, as it was this time last year.



JANUARY - JUNE CHALLENGES

- There were no visits made to mentors by senior mentors during this period because they spent a lot of time with a UNICEF Program, doing administrative work, and there was no budget for traveling to other schools. The number of mentor visits to teachers was up and down in this period, 41% of planned visits were carried out in February, 65% in March, 22% in May and 54% in June. Many factors contributed to this issue. One mentor became a classroom teacher and had less time for their mentoring duties, one mentor retired, and a few other mentors took on more administrative responsibilities in the school. Some mentors were busy with the UNICEF Program, or joined the National Election Committee, and prioritized this over their mentoring work.
- There were two main challenges experienced during the Literacy Pilot Program in the last 6 months: firstly, classroom management, and secondly, teacher confidence. In early January, as the teachers became more confident with the structure of the Literacy Program, the SeeBeyondBorders team introduced more classroom management skills. This enabled the teachers to have more control over student behavior, to make the classroom a social and active environment, and to manage the literacy resources. Grouping the students in animal names enabled the teacher to move students quickly and quietly around the classroom while also giving them pre-arranged working groups with students of mixed abilities.

JANUARY- JUNE OUTCOMES AND EVIDENCE

Teach the Teacher Focus Area: *Develop confident and competent communities of teachers committed to quality teaching and ongoing professional development*

- SeeBeyondBorders conducted a four day Multiplication and Division Workshop for 89 teachers (66 women) from the new schools that have been incorporated into the Quality Teaching Program. The workshop was prepared by the DOE with some support from SeeBeyondBorders, and it was facilitated by six senior mentors and two DOE staff members. There was a 98% attendance rate, a significant improvement compared to 86% in the October workshop. 90% of the teachers understood at least 80%-100% of the concepts covered in the workshop. All participants rated the workshop 4 or 5 out of 5. The skillsets they have learned in these workshops will help to improve their teaching and student learning outcomes.
- SeeBeyondBorders conducted a skill scale evaluation in February for the mentee and mentor teachers in the schools that have been part of the Quality Teaching Program since its implementation. The results show that mentee teachers have developed their skills, with 5% have achieved level 2, 71% have achieved level 3, and 25% achieving level 4 across all skill types. 5% of mentors have achieved 2, and 95% have achieved level 3.
- In May, SeeBeyondBorders conducted the first skill scale evaluation for teachers in the new schools in Ek Phnom. As this is only their first year in the Quality Teaching Program, 98% of mentee teachers are still at the baseline, with 0%, in all skill types, and 2% of teachers are at level 1. 52% of mentor teachers have

achieved level 1 across all skill types, 12% are at level 2, and 36% of mentors are still at the baseline. We are confident that these figures will improve in the months to come.

Getting to School Focus Area: *Increase participation and attendance in an educational environment that is fun, healthy and accessible to the whole community*

- During January and June, we ran Sport Carnivals for seven schools. This was facilitated by the SHAPE project team in Preknorin primary school, and our senior coaches facilitated the carnivals in Prek Chdor, Rohalsuonglech, Sdeyler, Sdey Kroum and Prekluong primary schools. The Sport Carnivals were attended by 1014 students, 39 teachers and 52 community members, all of whom actively participated at the event.
- The Health Day in Rohalsuonglech and Sdey Kroum primary school was led and prepared by the school principals and teachers, and the SHAPE project team, supported by resources from SeeBeyondBorders. The event was attended by 203 primary school students (136 girls), 19 teachers (13 women), and 33 parents (29 women).

Better Schools Focus Area: *Stimulate sustained community engagement in the long term physical and educational development of Cambodian schools*

- A new toilet station has been built for the students at Rohalsuong Lech primary school. The school principal led meetings to plan and fundraise for the project, with active participation from parents, the commune chief, SeeBeyondBorders' staff, the SHAPE project team, and many local community members. These new toilets have contributed to better sanitation and health at the school. 190 students and 9 teachers will benefit from it.

JANUARY - JUNE CASE STUDIES

Vot Kamol, a grade one teacher at Sdey Ler primary school, was awarded 6th place in a national competition for the most outstanding mathematics teachers in Cambodia.

In the beginning, she faced with some difficulties in teaching mathematics. She struggled with classroom management, and had difficulties explaining mathematical concepts to students. In 2011 she joined SeeBeyondBorders' Quality Teaching Program, and since then her teaching has improved greatly. She learned many new teaching methodologies through SeeBeyondBorders, and especially through the mentoring program whereby she was supported in her learning.

She received this certificate from Mr Hang Chuonarung, the Cambodian Minister of Education, Youth and Sport, in recognition of her outstanding skill as a teacher.



Vot Koamol receives her award for outstanding mathematics teaching

It has been fantastic to see another recent shift in the two grade 1 teachers, acknowledging what the students can now achieve in all areas of literacy just 8 months into the program. The level of commitment shown by the teachers to embrace the program, and the hard work of the students, has been recognised and celebrated through the wonderful student results in our mid-year assessments. This has boosted the teachers' confidence and given them a new outlook on helping the students to progress and succeed.



Students in the Literacy Program, reading in groups.



SeeBeyondBorders' literacy methodologies being used in the classroom

THANK YOU FOR YOUR CONTINUED SUPPORT

The contribution you make to SeeBeyondBorders makes a substantial difference to the lives of some of the poorest and most vulnerable communities in Cambodia.

A large proportion of Cambodia's teachers and parents grew up in a world where the chance of a decent education was almost entirely eradicated. The result is that many of those teachers have not received the basic schooling and advanced training needed to help lead and inspire current and future generations.

Alongside the bleak historical context, the education system remains grossly underfunded despite the proven correlation between education, development and the eradication of poverty. With salaries of less than \$150 a month, teachers tread a fine line between the ethical code of teaching and the need to survive.

The programs offered by SeeBeyondBorders and supported by **you** enable teachers to make the right choice, building their skills and capability, encouraging students, parents and members of the community to engage with and play a role in strengthening education from a community level. Education is creeping up the national agenda, and in the meantime, SeeBeyondBorders is enabling teachers and communities to create their own positive educational impact. Thank you for your continued support.

This project is in part funded by the Australian Government through the Australian NGO Cooperation Program. We thank them for their support.



Change begins with education